

# ST MARY'S CATHOLIC PRIMARY SCHOOL, STUDLEY



## Gender Equality Policy

**Headteacher**

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S. Coyne

# St Mary's Catholic Primary School

## Gender Equality Policy

### 1. Introduction

This Scheme sets out a framework for action in relation to gender equality. Under the Gender Equality Duty schools have a “general duty” to:

- Eliminate unlawful discrimination and harassment
- Promote equality between men and women, girls and boys.

In order to achieve these aims schools have “specific duties” to:

- **Prepare and publish a gender equality scheme**, showing how it intends to fulfil its general and specific duties and setting out its gender equality objectives.
- **Consider the need to include objectives to address the causes of any gender pay gap** in formulating its overall objectives.
- **Gather and use information** on how the school's policies and practices affect gender equality in the workforce and in the delivery of services.
- **Consult stakeholders and take account of relevant information** in order to determine its gender equality objectives.
- **Assess the impact of its current and proposed policies and practices** on gender equality.
- **Implement the actions set out in its scheme** within three years.
- **Report** against the scheme every year and **review** the scheme at least every three years.

The Scheme covers pupils, staff, parents and users of the school.

### 2. Aims and Values: St Mary's Catholic Primary School's Gender Equality Scheme

We recognise that schools play a key role in shaping the values and attitudes of children and that we should take a lead in challenging gender stereotypes, as well as gender-based harassment and bullying. Schools also need to be at the forefront of promoting gender equality in terms of outcomes for pupils.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for all our pupils and staff.

We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Scheme. Our response to the individual needs of all our stakeholders is a vital part of personalising learning for all.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through teaching approaches;
  - using appropriate assessment approaches;
  - setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles underpin our Gender Equality Scheme and inform our objectives.

### **3. Leadership, Management and Governance**

Legal responsibility for the implementation of the Gender Equality Duty rests with the Governing Body with leadership from the Head and senior staff.

This Scheme was formulated by a working party consisting of the Headteacher, Chair of Governors and Governor with responsibility for PSHE . The policy will be informed by consultation discussions with pupils during circle time and School Council meetings.

The Scheme will be reviewed annually by the same working party and a report updating the Governing Body will be presented during each Spring Term to inform school improvement and budget planning for the new financial year. The update will be preceded by consultation with pupils, staff and parents. The update will include specific evidence of impact over the preceding twelve month period.

The draft Scheme was circulated to staff and governors. The Scheme will be approved by Governors.

#### **Equal Pay**

Following the Local Authority Equal Pay Review in 2007 and the evaluation of all job roles subject to "Green Book" conditions, including midday supervisors, cooks, cleaners, caretakers, technicians, clerical and admin. staff, a new pay structure is being implemented for these employees.

#### **Links to existing policies**

This Scheme should be looked at in conjunction with the following documents .

- School Self-evaluation Form (sections on Views of Stakeholders, Achievements and Standards, Quality of Provision);

- Learning Improvement Plan;
- CPD Plan;
- Race Equality Scheme;
- SEN Self-evaluation Form;
- Common Assessment Framework monitoring;
- Healthy Schools Programme;
- Progress towards Extended Services' core offer compliance;
- Sex and Relationships Education Policy;
- Anti-bullying Policy;
- PSHE Policy.

These policies and documents will be reviewed over the next three years by the Governors and Leadership Team, to consider any gender issues and their impact on pupils, staff and parents.

We recognise that we need to work with the out of school hours' provider to make those staff aware of the Gender Duty and ensure that activities planned are accessible and appealing to all.

### **Training**

Staff at the school have undertaken the following training:

- Input at Staff Meetings

### **4. Teaching and Learning**

The school is committed to incorporating "Quality First Teaching" principles into all lesson planning. In addition, "personalising learning" is an area of focus within the current Single Integrated Development Plan.

Using RAISEonline, school monitoring systems and lesson observations by senior staff, we track and analyse the achievement of all our pupils. Through this analysis plus looking at underachievement of particular groups and views expressed through the School Council, we have identified the following issues for our pupils (See also SEF and Learning Improvement Plan). We need to:

- Remove gender stereotyping from activity choice, allowing girls and boys to try activities traditionally only available to the other sex;
- Widen opportunities for participation in team games and offer a greater focus on fitness, not just sport;
- Be sensitive to the needs of older primary aged pupils who may need more privacy when preparing and participating in exercise;
- Look at strategies for ensuring equity in the use of rewards and sanctions;

- Monitor questioning in class to ensure that different groups of pupils are given opportunities to participate;
- Challenge underachievement by gender in particular ethnic groups;
- Understand the way pupils learn differently and ensure all lessons take account of varied learning styles;
- Review groupings within subjects areas and classroom seating arrangements;
- Review resources for and challenge gender bias and stereotypical images;
- Promote a culture of critical self-evaluation where all adults and pupils in school expect to be challenged or made aware of any gender prejudices;
- Review the choice of visitors to the school and those used in assemblies etc, to provide positive and non-traditional role models.

## **5. Monitoring and Evaluation**

The Gender Policy will be monitored using the following methods:

- Lesson observations and feedback by teachers;
- Sampling of lesson planning;
- Sampling pupil work;
- Monitoring of incidents involving both pupils and staff relating to gender issues (eg. sexual harassment, sexist, and homophobic bullying);
- Surveying pupil, parent and staff experiences and perceptions every two years;
- Pupil performance and participation data, including attainment, attendance, exclusion, participation in extended services and extra-curricular activities etc;
- Staff perceptions of gender issues related to career progression, access to training and maternity/paternity leave etc.

## **6. Priorities for Action**

See Appendix 1 for Action Plan

## **7. Getting hold of the Scheme**

The Scheme will be communicated to all relevant partners in a variety of ways:

- School website
- Following a summary in the School Newsletter parents will be invited to look at the website and will be informed that a hard copy can be obtained through the school office.
- The Scheme is also available in different formats
- The School Council will be playing an important part in the consultative powers.

## Appendix 1: Gender Equality Scheme Action Plan

**St. Mary's Catholic Primary School**

**Date: 2017-2020**

Issue	Tasks	Timescale	Resources	Responsibility	Monitoring
<b>Impact Assessment</b>	Policies to be reviewed: <ul style="list-style-type: none"> <li>• Anti-Bullying</li> <li>• PE, Sport &amp; Fitness</li> <li>• Staff Training</li> <li>• Equal Opps inc. Race and Disability Equality</li> <li>• Sex and Relationships Curriculum &amp; Resources</li> <li>• Assessment for Learning</li> <li>• Healthy Schools</li> <li>• Behaviour for Learning</li> <li>• Extended Services</li> </ul>	On going	Access Working Group time plus LA input from: Anti-Bullying Co-ordinator, PE Adviser, Healthy Schools Team, Education Business Partnership	Head Chair of Governors & Parent Governor.	Head & Leadership Team.
<b>Achievement</b>	<ul style="list-style-type: none"> <li>• Ongoing report on under-performance of target groups.</li> <li>• Ongoing consideration and development of appropriate teaching strategies.</li> <li>• Review of curriculum resources including PE, fiction, library resources</li> <li>• Agenda item : personalised learning at staff meetings</li> </ul>	Ongoing Ongoing Ongoing Ongoing	Access Working Group time Subject co-ordinators' input & all staff/governors " " "	Head	<ul style="list-style-type: none"> <li>• Leadership Team and Governors: annual update from working group.</li> <li>• Evaluations</li> <li>•</li> </ul>
<b>Enjoyment</b>	<ul style="list-style-type: none"> <li>• Review of services and extra-curricular activities with providers, to include input from School Council.</li> </ul>	Ongoing	Extended Services Planning Group time  School Council time	Headteacher	Working Party

Issue	Tasks	Timescale	Resources	Responsibility	Monitoring
<b>Procurement</b>	<ul style="list-style-type: none"> <li>Review procurement practice to ensure compliance with Sex Discrimination Act and Equal Pay Act.</li> </ul>	Ongoing	Head & School Business Manager time	Head	Governing Body
<b>Employment</b>	<ul style="list-style-type: none"> <li>Complete Equal Pay job evaluations and implement new LA pay structure.</li> <li>Review Recruitment &amp; Selection policy and practice for gender bias, including person specifications, flexibility regarding job sharing and part-time working etc.</li> </ul>	Ongoing	Budget implications of any new pay structure. Training for all those involved in recruitment and selection.	Head	Report to Staffing Governor & Leadership Team
<b>Monitoring &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>Plan themed lesson observations looking at gender issues and achievement of target groups, including sampling of pupil work, including Governors' visits.</li> <li>Review procedures for monitoring incidents.</li> <li>Review questions on staff, pupil and parent surveys, to ensure gender issues are covered and perceptions can be captured.</li> </ul>	Ongoing	Deputy & Subject Co-ordinators & Governors  Working Group " " "  School Council Time	Head  Head	Leadership Team and Governing Body